

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21 st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 29 PM 12:34 Document Control Center Grants Administration </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Corpus Christi Independent School District	Nueces-178904		
Vendor ID #	ESC Region #	DUNS #	
1746000581	N/A	055123988	
Mailing address	City	State	ZIP Code
801 Leopard Street	Corpus Christi	TX	78403-0010

Primary Contact

First name	M.I.	Last name	Title
Maria	L	Guerra, Ed.D.	Deputy Superintendent
Telephone #	Email address		FAX #
361.695-7408	MariaL.Guerra2@ccisd.us		361.844.0232

Secondary Contact

First name	M.I.	Last name	Title
Orlando		Salazar	Dir. for Innovative Programs
Telephone #	Email address		FAX #
361.695.7486	Orlando.Salazar@ccisd.us		361.844.0232

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Roland		Hernandez, Ph.D.	Superintendent of Schools
Telephone #	Email address		FAX #
361.695.7405	Roland.Hernandez@ccisd.us		361.886.9109
Signature (blue ink preferred)	Date signed		

Only the legally responsible party may sign this application.

03-29-16

701-16-102-096

Schedule #1—General Information (cont.)

County-district number or vendor ID: 17890

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 178904

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID:			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Need for the Program: Corpus Christi, Texas is a coastal city in south Texas with a population of 316,381, making it the eighth most populous city in the state. The city is also the county seat of Nueces County. Corpus Christi Independent School District (CCISD) serves 38,675 students across 37 elementary schools, 11 middle schools, and 9 high schools. The targeted 10 campuses are located in a high crime and gang activity area. Most of these students are from a single parent household. Most parents work two or three jobs. Students from these campuses are identified At-Risk. Most of these students are not provided a safe environment after school. The 10 target schools for this project reflect the racial makeup of the community – predominately Hispanic. Students live in communities faced with low educational attainment, low achievement test scores, high crime rates, high substance abuse, high dropout rates, and lack of supervision during non-school hours. **Poverty:** The County and Corpus Christi communities are riveted with pockets of severe poverty – the average median household income is just \$49,675 (US Census) compared to \$52,576 in the state. According to the most recent Kids Count Survey data, 34.1% of the population in the county is receiving SNAP, compared to 27.5% statewide. Families receiving WIC (44.9%) are also higher than the state at 39.7%. All schools are schoolwide Title I schools, with high rates of poverty ranging from 76.9% to a staggering 93.7%. **Crime and delinquency/risky behaviors:** The chances of becoming a victim of violent crime is 1 in 153 in the city, compared to 1 in 246 in Texas. According to the latest Kids Count data, teen violent deaths per 100,000 teens in the county for ages 15-19 is 42.3%, which is nearly 60% higher than the state (71.4%). Referrals to the Juvenile Probation Department in the 10-14 age group for drug abuse violations have increased in the state and the county. The survey conducted by Texas A&M University-Corpus Christi in 2004 found that 16% of students began their use of drugs and alcohol at age 10, and additional 29.6% began at age 13. TEA PEIMS discipline data for 2014-2015 reports more than 2,253 out of school suspensions, 3,208 in-school suspensions, and 12,666 students with a discipline record. Incidents include alcohol violations, conduct punishable as a felony, and controlled substance/drug possession, 14 terroristic threats. **Low education and literacy attainment:** It is not surprising that these high poverty community residents and at-risk youth have low educational attainment. All but one of the schools are in IR status. The number of ELL students is contributing to low academic scores. In 2012, Corpus Christi was ranked the second least literate city in the US (Central Connecticut State University study). The district graduation rate is 84%, and 3.9% of students dropped out of school in 2014. The 10 target campuses for this project are all schoolwide Title I schools, and all but one are in IR status and not meeting academic standards.

Target Campuses	Non-English Speaking
Crockett Elementary	28%
Fannin Elementary	11.7%
Gibson Elementary	18.3%
Kostoryz Elementary	14%
Oak Park Elementary	13%
Travis Elementary	7.6%
Zavala Elementary	22.7%
Driscoll Middle	19%
Martin Middle	21.4%
South Park Middle	13.5%

Center Location	Grades	Enrolled	Students Served	Title I	%FRL	%ELL	2015 State Accountability Rating
Crockett Elementary	K-5	459	161	Schoolwide	93.7	20.3	Improvement Required (IR)
Fannin Elementary	K-5	481	168	Schoolwide	88.1	9.2	Met Standard
Gibson Elementary	K-5	406	142	Schoolwide	81.9	14.5	Improvement Required (IR)
Kostoryz Elementary	K-5	540	189	Schoolwide	85.6	10.4	Improvement Required (IR)
Oak Park Elementary	K-5	761	266	Schoolwide	89.3	10.2	Improvement Required (IR)
Travis Elementary	K-5	475	166	Schoolwide	89.7	5.9	Improvement Required (IR)
Zavala Elementary	K-5	660	231	Schoolwide	81.7	17.8	Improvement Required (IR)
Driscoll Middle	6-8	766	268	Schoolwide	76.9	6.1	Improvement Required (IR)
Martin Middle	6-8	667	233	Schoolwide	82.4	8.4	Improvement Required (IR)
South Park Middle	6-8	502	175	Schoolwide	76.4	4.1	Improvement Required (IR)

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Description of the Program to be Implemented:

Corpus Christi Independent School District (CCISD) proposes to create 7 elementary and 3 middle school community learning centers that will provide academic enrichment opportunities for our students at the 10 high-need, high-poverty, and low-performing schools. Our goal is to help these students meet state and local standards in core academic subjects through after-school and summer programming that will align with and complement the school day academic program goals. Our proposed learning centers will extend learning opportunities in a variety of ways for both our students and their families. Our project seeks to address the major needs at each site by providing activities that offer the following expanded learning opportunities:

Academic Enrichment: Students will be provided hands-on activities that promote student interaction and real world applications. Students will increase reading skills through the implementation of “visual vocabulary” and technology through the Rourke Educational Media eRead and Report program. Higher-level vocabulary will be taught by tactile, auditory, and visual representation and practiced through context, in guided conversation. Reinforcement will occur through board games created to specifically address vocabulary needs.

Student’s progress into the analysis and evaluation of printed works will be evidenced in a culmination of student-created samples of each genre. Authentic historical documents and other primary source documents will be utilized in addition to fictional works. Paired reading, writing, and publishing will be facilitated as students are matched carefully in writing teams. Team goals and competition will ensure enthusiasm and promote success for students at all reading levels. Cooperative learning will allow for positive interdependence, individual accountability, interpersonal skills, face-to-face interaction, and processing. The summer enrichment activities will infuse academics and will be educationally based. The Senior Volunteer Foster Grandparent Program will provide several senior citizen volunteers to assist with monitoring students and assist with reading and mathematics activities.

Artistic Enrichment: Students from low socio-economic families have limited opportunities to perform or participate in theatrical events. The arts are one of the main ways that humans define who they are. They often express a sense of community and ethnicity. By conveying the spirit of the people who created them, the arts can help people acquire both inter- and intra- cultural understandings. Not limited to multicultural awareness, the arts are also transcultural and invite cross-cultural communication. The development of teamwork, using creative approaches to problem solving, and being able to imagine are just a few of the competencies developed through the arts. Interpretative drama and dance skills, which include role-playing, improvisation, puppetry, and ballet, will be used to increase positive behavior and character education. The Site Coordinators will work closely with administrators who deal with student disciplinary issues to identify and recruit students in need of behavioral interventions.

Parent Engagement and Training: Collaborative agencies will provide parent support programs such as family physical health and nutrition, parent enrichment seminars, family counseling services, parenting training, and family bonding activities. The AVANCE, Corpus Christi Chapter, will provide family involvement sessions that will strengthen the family unit, increase self-sufficiency, school readiness and success, and prepare for higher education and work skills. The AVANCE bilingual parenting curriculum will be utilized for the sessions. It is research based and has had success within other district parent involvement initiatives.

The objectives of the project include:

- Increase student achievement in core subject areas by 2% annually
- Improve student conduct
- Increase parental support and engagement by 5%
- Continue to emphasize student attendance and persistence to graduation

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,080,474	\$27,750	\$1,108,224
Schedule #8	Professional and Contracted Services (6200)	6200	\$179,500	\$30,000	\$209,500
Schedule #9	Supplies and Materials (6300)	6300	\$287,475	\$13,500	\$300,975
Schedule #10	Other Operating Costs (6400)	6400	\$55,000		\$55,000
Schedule #11	Capital Outlay (6600)	6600			
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,602,449	\$71,250	\$1,673,699
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,602,449	\$71,250	\$1,673,699

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0

Administrative Cost Calculation	
Enter the total grant amount requested:	\$1,673,699
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$83,685

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required): 1 full time @ \$78,000 annual	1		\$78,000
5	Site coordinator (required): 1 Coordinator per site X 10 sites, 10 full time employees @ \$35,000/annual	10		\$350,000
6	Family engagement specialist (required): 1 full-time employee @ \$35,000/annual to serve 10 sites	1		\$35,000
7	Secretary/administrative assistant: 1 full-time position @ \$25,000 annually	1		\$25,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$488,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pay: Certified Teachers: School Year: – 2 teachers @ 1 hr/dy @ 4dys/wk @ 27 wks @ 10 sites @ \$20/hour = \$43,200. Summer Program: 4 positions @ 6 hrs/dy @ 4 dys/wk @ 6 wks/summer @ 10 sites @ \$20/hour = \$115,200.		\$158,400
25	6121	Support staff extra-duty pay: Texas A & M University Mentors: School Year: School Year – 8 students @ 3 hrs/day @ \$11.00 @ 4 days/wk @ 25 wks/school year @ 10 sites = \$264,000. Summer Program: 8 students @ 6 hrs/dy @ \$11/hr @ 4 days/wk @ 6 wks/summer @ 10 sites = \$126,720.		\$390,720
26	6140	Employee benefits: Employee benefits for extra-duty personnel costs = \$158,400 + \$488,000 = \$646,400 X 11% = \$71,104.		\$71,104
27	61XX	Tuition remission (IHEs only)		\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

28	Subtotal substitute, extra-duty, benefits costs	\$620,224
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	\$1,108,224

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 178904		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Project Evaluator	\$30,000
2	Family Counseling Services	\$24,000
3	YMCA	\$24,000
4	Boys and Girls Club of Corpus Christi	\$12,000
5	Community in Schools (CIS)	\$12,000
6	Corpus Christi Concert Ballet	\$24,000
7	Contracted Staff Development / Training	\$10,000
8	Fighting to Rid Gangs in America	\$24,000
9	Youth Odyssey, Adventure Challenge Program	\$24,000
10	Community in Schools (CIS)	\$12,000
11	Texas A&M – Transportation costs for College Mentors	\$8,500
12	AVANCE	\$5,000
13		
14		
b. Subtotal of professional and contracted services:		\$209,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$209,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	<p>General Supplies and Materials for project director, family engagement specialist, and coordinators @ \$350/center X 10 centers (\$3,500)</p> <p>Instructional materials for all 10 centers - \$1,000 X 10 centers = \$10,000 = \$10,000</p> <p>Testing materials – Accelerated Tests - \$250 each X 10 sites - \$2,500</p> <p>Books and Literacy materials – Elementary Schools: \$220,500</p> <ul style="list-style-type: none"> Estudios Sociales (Social Studies Dual Language): \$895 /kit x 4 grade levels = \$3,580 per campus x 7 campuses = \$25,060 eRead and Report: 522 titles x \$40 = \$20,880 x 7 campuses = \$146,160 NGSS Science Bins: K-5 bins (6 levels) x \$695 each = \$4,170 x 7 campuses = \$29,190 Sing and Learn: \$995 per set x 7 campuses = \$6,965 Emergent Fiction: \$625 x 7 campuses = \$4,375 Early Fiction: \$625 x 7 campuses = \$4,375 Fluent Fiction: \$625 x 7 campuses = \$4,375 <p>Books and Literacy materials Middle Schools: \$26,475</p> <ul style="list-style-type: none"> eRead and Report: 200 titles x \$40 = \$8,000 x 3 campuses = \$24,000 Science Informational Sets: \$825 x 3 campuses = \$2,475 (includes parent component) <p>Snacks for students during the after school program and summer program - \$3,500 per site X 10 sites - \$35,000</p> <p>Maintenance and operations supplies including gasoline/fuel for transportation, janitorial supplies, building maintenance supplies, and supplies for upkeep of equipment - \$3,000</p>	\$300,975
Grand total:		\$300,975

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 178904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. Travel for project director and family engagement specialist to attend required conferences, meetings, and training and Travel for the site coordinators to attend all required conferences and training – \$2,000 each X 2 = \$4,000 Travel for Site Coordinators to attend required trainings -\$1,500 each X 10 = \$15,000	\$20,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose: Transportation of students from center to the contracted agencies as scheduled for summer activities	\$35,000
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$55,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			4,237	
Category	Number	Percentage	Category	Percentage
African American	30	7.2%	Attendance rate	94.65%
Hispanic	993	37.23%	Annual dropout rate (Gr 9-12)	3.9%
White	16	3.7%	Students taking the ACT and/or SAT	51.2%
Asian	DNA	DNA	Average SAT score (number value, not a percentage)	1355
Economically disadvantaged	2821	66.6%	Average ACT score (number value, not a percentage)	18.7
Limited English proficient (LEP)	216	5.1%	Students classified as "at risk" per Texas Education Code §29.081(d)	56.3%
Disciplinary placements	1104	2.6%		

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	77.4	3.4%	No degree	54.7	2.4%
Hispanic	1300.9	56.8%	Bachelor's degree	1400.2	61.1%
White	865.7	37.8%	Master's degree	810.9	35.4%
Asian	22.2	1.0%	Doctorate	25.3	1.1%
1-5 years exp.	504.3	22.0%	Avg. salary, 1-5 years exp.	\$44,626	N/A
6-10 years exp.	478.1	20.9%	Avg. salary, 6-10 years exp.	\$48,031	N/A
11-20 years exp.	6213	27.1%	Avg. salary, 11-20 years exp.	\$51,439	N/A
Over 20 years exp.	526.9	23.0%	Avg. salary, over 20 years exp.	\$59,786	N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		207	232	220	219	225	220	225	230	221					1999
Open-enrollment charter school															
Public institution															
Private nonprofit		tbd	tbd	tbd	tbd	tbd	tbd	tbd	tbd	tbd					
Private for-profit															
TOTAL:															

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process for identifying and prioritizing needs and resources

In preparation for this project, CCISD conducted a community needs assessment and environmental scan of resources that included a student academic and risk assessment for students. Following the recommendations in the ACE Blueprint guidance, we reviewed a variety of data from US Census Bureau, Law Enforcement/Crime data, Kids Count Survey County Data, school performance reports, previous Texas 21st CCLC grant evaluation reports, and the district's planning handbook to identify risk factors, trends, and local resources. Parents were also surveyed in English and Spanish to determine the services they wanted the centers to offer their child. Nearly 68% of parents indicated an after school program was very important; 100% surveyed indicated they would enroll their child in the program; homework assistance and tutoring (77.8%) was a high priority, and nearly 80% indicated that enrichment activities were important. The data was organized and analyzed by mapping identified priority needs to data to identify the highest need and poverty learning center school sites. CCISD administrators, teacher representatives, and parents were included in the planning discussion. Based on the mapping results, we identified the five priority need areas, aligned needs to program activities, and determined desired goals and outcomes. A variety of needs were identified Corpus Christi Independent School District will establish 10 21st Century Community Learning Centers to be located at the following seven elementary and 3 middle school sites. CCISD identified a variety of needs, with the highest priority on the need for academic improvement. While poverty and risky behaviors align directly with poor academic achievement and low educational attainment, campus stakeholders from the target campuses convened to rank the priority of needs and align with activities and objectives to meet the needs of students and parents (listed in Part 2 below).

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 178904		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Improved proficiency in core academic areas	Improve skills in the core academic subjects by integrating hands-on activities, learning centers, cooperative learning, and integrating technology-based instruction.
2.	Academic enrichment and support	Incorporate theater arts, art, music, STEM, puppetry and dance education activities to role play and enhance character building, as well as violence and substance abuse prevention to build character and resiliency skills in youth.
3.	Improved family engagement and parenting education and family literacy	Provide opportunities for students to interact positively with parents and community through scheduled parent involvement sessions. Provide support for parents in ensuring their child has dedicated homework and quiet reading times. Foster and facilitate meaningful conversations about school and college aspirations. Partner with community agencies to provide parenting education, computer training, and adult learning opportunities.
4.	Improved youth behavior	Youth Odyssey Challenge Program will promote personal growth by fostering leadership skills, self-confidence, problem-solving, communication, teamwork and trust. Students will be provided with older student mentors, and Family Counseling will provide students with the group and individual counseling and guidance.
5.	Safe After School Environment	The program will provide a safe school environment after school and reduce the number of children that are left at home unsupervised after school.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan				
County-district number or vendor ID: 178904			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	Master's degree in education; experience in management/supervision. Ensures all program development, implementation, and reporting responsibilities are met, serving on the Task Force, developing community partnerships, and managing the overall after school program.		
2.	Site Coordinator(s)	At least 60 college hours from accredited school. Reports directly to the campus principal and Project Director. Responsible planning, implementation, coordination, recruiting and monitoring the program. Conducts annual campus needs assessment.		
3.	Family Engagement Specialist	Outreach, communication plan to engage families, oversee / schedule activities, and conduct periodic surveys in collaboration with the project evaluator. Minimum Bachelor's Degree preferred or working toward a degree; experience working with at-risk youth and families.		
4.	Evaluator	Maberry Consulting and Evaluation Services has more than 30 years 'combined team experience, Master's Degree, and 21 st CCLC evaluation experience.		
5.				
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student achievement in core subject areas by 2% annually.	1. Review assessments to identify at-risk learners.	Upon award	Summer; annually
		2. Recruit teachers/partners to provide remedial work.	Upon award	Fall 2016; annually
		3. Plan/schedule daily.	Fall 2016	Ongoing
		4. Collect baseline data on all participating students.	Fall 2016	Ongoing
		5. Monitor student growth, progress, and promotion.	Ongoing	Ongoing
2.	Improve student conduct.	1. Identify students with social/emotional needs.	Fall 2016	Annually
		2. Collect baseline student conduct data.	Fall 2016	Annually
		3. Schedule resiliency/relationship building activities.	Fall 2016	Ongoing
		4. Begin offering daily resiliency/relationship activities.	Fall 2016	Ongoing
		5. Monitor student behavior throughout the program.	Ongoing	Ongoing
3.	Increase parental support and engagement by 5%	1. Identify parents interest through surveys	Fall 2016	Ongoing
		2. Collect historical parent involvement data.	Fall 2016	Fall 2016
		3. Schedule parent activities.	Fall 2016	Ongoing
		4. Begin offering parent activities.	Fall 2016	Ongoing
		5. Monitor parent attendance/participation in program.	June 2017	Ongoing
4.	Continue to emphasize student attendance and persistence to graduation.	1. Meet with families to emphasize attendance plan.	Fall 2016	Ongoing
		2. Collect baseline student attendance/persistence data.	Fall 2016	Ongoing
		3. Plan and schedule creative/recreational activities.	Fall 2016	Ongoing
		4. Begin providing daily creative/recreational activities	Fall 2016	Ongoing
		5. Monitor student attendance throughout program	Ongoing	Ongoing
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous review of program performance in meeting goals and objectives is essential to maintain the fidelity to the project scope of work, as well as assure fiscal responsibility. CCISD will contract with an experienced independent evaluator to perform the evaluation, which will provide ongoing feedback to program staff and the Task Force to allow decisions to be made that foster continuous improvement, improve program effectiveness, and fiscal efficiency. The evaluation will include a quantitative and qualitative examination of both process components (services and management tasks), as well as outcome components. The process of evaluation for program improvement will include input from program staff, participating youth and families, and contracted partners delivering services to the program. Youth and families will be invited to participate in or attend meetings with staff to gather their input for quality improvement purposes. The Task Force and Project Director will review data and progress reports monthly and offer recommendations for program approach changes and improvements. Once program changes or improved approaches have been implemented by project staff, the Project Director will monitor progress based on data collected weekly to document changes. These data will be presented to Task Force monthly meetings for review and feedback. Evaluation findings will include input from students and families via surveys and anecdotal evidence provided by teachers, volunteers, staff, counselors, and service providers. Should the program fail to meet stated objectives at any time, an action plan with corrective measures will be developed by program staff and monitored by the Deputy Superintendent and Director for Innovative Programs, as well as the Task Force. Systematic monitoring, data collection, and provision of feedback and coordination with the Technical Assistance Coordinator (TAC) are key to the evaluation and the program's managerial system.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD will continue forward the work of the 2008-2013 21st CCLC program by developing a five-year strategic and operational plan. As state funding for the program will decrease in years 2 and 3 of the project, the plan will identify sufficient resources to sustain program activities during Years 2 and 3 and beyond. The After School Task Force will develop and update our existing 21st CCLC 5 year strategic plan and annual operation plans during their quarterly meetings. These plans will be submitted to the Board of Trustees for approval at the end of the first year of operation. The plan will address marketing and promotion of the program and sustainability, including identifying and pursuing community and other grant funding for replacement resources.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Measure student academic performance	1.	Pre/post-test participating students
		2.	Track state test scores
		3.	Other district assessments
2.	Monitor student conduct.	1.	Track student suspensions
		2.	Track resiliency and relationship building activities
		3.	Monitor student behavior during 21st CCLC program
3.	Track parent attendance and participation in parent/child activities.	1.	Parent workshops and other program events
		2.	Administer surveys to measure parent perception of the effectiveness
		3.	Administer surveys to measure parent perception relevance of activities
4.	Monitor attendance for both school day and after school.	1.	Track student attendance and active participation in 21st Century program
		2.	Track student persistence through grade level promotion
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Led by the external evaluator, the successful implementation of the Program Evaluation Plan involves the following considerations. The evaluation team and activities will be a "behind-the-scenes" electronic operation focused on data retrieval from CCISD IT department and key project staff with two exceptions: (1) dissemination of formative information reports for project staff, and CCISD administration of data analyses results will also provide interactive reporting between project staff and the PE; and (2) monthly informal interviews with project staff and/or adult family member participants conducted by the designee will provide programmatic feedback for Project Leaders and staff to use for revisions or modifications. Coordination

Considerations: Key activities involving the coordination of data collection with program staff, students, adult family members, and others will funnel through a single staff member designated by the project director at each of the 3 locations. Virtually all data will be accessed via electronic data collection efforts coordinated with the CCISD IT department. Program Impact Considerations: The determination of the impact of the 21st CCLC project will be evaluated using the use of the Repeated Measures Design and Repeated Measures Analysis of Variance (RM ANOVA) statistical procedures examining changes from three time periods of assessment (initial, formative, and summative assessments). Only sustainable participants (i.e., those project participants who participated in all three assessment times) will be examined to determine significant mean changes and the effect sizes of those changes over time in multiple areas of cognitive and affective assessments. Program Quality Considerations: Feedback to project staff and CCISD administration will provide specific recommendations for improvements and/or program revisions/modifications. Dissemination Considerations: Periodic dissemination of information from data analyzes and program evaluation information will be completed. The formal summative evaluation report will be presented to the CCISD Board and Superintendent upon request as a formal community presentation.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities to be Funded: Our overarching goal of the project is to increase student academic performance. Teachers and volunteers will support students with homework help and tutoring, and academic learning will occur through a variety of means that are interactive and fun, promoting excitement for learning. Rourke Educational Media products will provide opportunities for engaging online learning in core subject areas, and fostering individualized data-driven instruction for learning improvement.

Supplemental nature of activities: We will contract with a variety of community partners to offer students a wide range of supplemental enrichment activities including: Suzuki violin, keyboarding, dance, arts and crafts, computer lab, library/resource room for research, fine arts, social skills activities, including gymnasium activities including rock wall climbing, water activities and life skills lessons. The curriculum used by contracted agencies will be scientifically research-based and include Kids Connection of Rainbow Days, Inc., and Bolvin Life Skills of Cornell Medical University. At risk students with excessive discipline referrals and absences will be offered the Youth Odyssey mentoring program to target behavioral and social concerns. Family Counseling Services will offer students and their families group and individual counseling for issues threatening the family unit. Communities In Schools, Y. M. C. A., Fighting to Rid Gangs in America Foundation, and Boys and Girls Club will also be contracted to provide supplemental activities during the school year and summer programs. **How students will be transported:** Transportation will be provided daily at no cost by the Regional Transportation Authority (The B-Line) for middle school students. CCISD will provide district transportation for elementary students from the center to their homes during the school year programming. During the summer, roundtrip transportation will be provided for students from the center to the contracted agencies (Communities in Schools Recreation Center, Y.M.C.A., Boys and Girls Club, and Fighting to Rid Gangs in America Foundation) for special activities, and to the school center for regular programming.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD's Office of Public Information will facilitate both internal (school district) and external (community). Information about each of our 10 proposed Community Learning Centers. A comprehensive communication plan will be developed collaboratively with the Office of Public Information and the CCISD 21st Century Afterschool Taskforce, modeled after our previous communication plan developed for our 2008-2013 Texas 21st CCLC grant. Information on the location and learning center activities will be communicated to the community via a variety of media outlets including radio, newspaper, and community agencies where families and students frequent in their neighborhoods. Internal communication will occur through parent notices sent home with their children, the district and center school websites, and via the district Parent Teacher Association. The Office of Public Information manages all publicity and community for the district and is well connected to the community and media. Also, the CCISD 21st Century Afterschool Task Force will be responsible for garnering community support and developing and maintaining community partnerships to support and sustain the program beyond state grant funding. All outreach, marketing, and communication materials will comply with Texas ACE branding guidelines. The Office of Public Information staff will use the branding guideline resources such as online webinars and user guide to aid in compliance.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CCISD 21st CCLC program will address the academic needs of our students by infusing multiple learning styles in all academic enrichment activities. Our students are not meeting academic standards – with multiple risk factors that create learning barriers; this approach will help students to build on their learning and improve academically. Enrichment learning in the arts, STEM, and hands-on learning that is aligned with their school day curriculum, they will build character, resiliency, and develop a love of learning. Students will improve reading and literacy skills by accessing hundreds of book titles from various publishers online through Rourke Educational Media's e-Read and Report program. eRead and Report allow students to take a practice test after reading a book to help them build vocabulary and comprehension skills. Students who need added support are provided visual and audio support to improve learning. Teachers will be able to read the students' scores immediately and use data-driven instruction for each students' specific learning needs. The high number of Hispanic and ELL students will increase academic proficiency through participating in Social Studies dual language learning centers, that are designed to not only improve literacy and learning, but helps bridge cultural gaps and creates a better understanding of community, citizenship, culture, and friendship – building social resilience that leads to academic improvement. Rourke's resources will infuse each center with a variety of leveled fiction readers, Sing and Learn text sets, and science text sets that include parent components so parents can share learning with their child. Higher-level vocabulary will be taught by tactile, auditory, and visual representation and practiced through context, in guided conversation. Reinforcement will occur through board games created to specifically address vocabulary needs. Student's progress into the analysis and evaluation of printed works will be evidenced in a culmination of student-created samples of each genre. Authentic historical documents and other primary source documents will be utilized in addition to fictional works. Paired reading, writing, and publishing will be facilitated as students are matched carefully in writing teams. Team goals and competition will ensure enthusiasm and promote success for students at all reading levels. Cooperative learning will allow for positive interdependence, individual accountability, interpersonal skills, face-to-face interaction, and processing.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All components of the CCISD Texas 21st Century Community Learning Centers grant proposal are supplemental and do not supplant existing state and local services or activities. The requested funds will not be used for any services or activities that are required by state law, State Board of Education or local policy. For example, the current after school tutoring services funded through Title I funds will remain intact and will not be supplanted by 21st Century Community Learning Centers funding. The strategies are designed to build a foundation that will impact students beyond the grant period. Ongoing monitoring of student progress, mentoring, and systemic change in teaching strategies/delivery systems, and community/work collaborations will continue to encourage students to take active roles in the educational process.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are five intended outcomes of the program. Academic Performance, which will be measured grades and state test scores. School Day Attendance, which will be monitor daily for both school day and afterschool program. Positive Behavior will be documented through disciplinary referrals. Grade Promotion Rates will be monitored each year to determine if participation in the program results in greater promotion rates than non-participants. Finally, while our program proposes to serve lower grades, we will affect graduation rates by ensuring improved academic performance and grade level promotion rates.

Evidence-based research that supports the design of the program or activity Achieving the goal of providing high-quality opportunities for student academic enrichment is of the utmost importance and constant focus. Therefore, the program will be evaluated quarterly. The evaluation of the project is designed to include techniques that will provide information that may be used throughout the course of the project to shape decision-making and program improvement. The evaluation and program development states are cyclical and interrelated. They are comprised of the following:

1. A collection of information that describes the needs and current status of the schools through the analysis of the TAKS test scores and other outcome data, as well as, by observations and interviews carried out at each site.
2. Provision of feedback to school and program staff, so they have the opportunity to determine the level of program implementation and the impact of the various program activities including reviewing the Center Service Delivery Plan.
3. Program revision and additional evaluation activities are developed in light of findings. Systematic monitoring, data collection, and provision of feedback and coordination with the Technical Assistance Coordinator (TAC) are key to the evaluation and the program's managerial system. The success of the program will be assured of maintaining close contact with all stakeholders and sharing information regarding program implementation.

The Project Coordinator will conduct the evaluation with support from the secretary, Site Coordinators and Office of Research, Testing and Evaluation. The Project Coordinator and the Site Coordinators will develop instruments and techniques for determining the effectiveness of the academic sessions, the parent participation, and program implementation. At a minimum, quarterly meetings will be held with the site coordinators and the staff to provide timely feedback regarding the project's progress toward attainment of objectives.

Submission of the progress/activity reports to TEA will occur thirty days after the completion of each term.

•Fall term as of January 31, 2017; •Spring term as of June 30, 2017; •Summer Term as of September 30, 2017

Long term: We will be looking at TAKS scores, promotion, and numbers of disciplinary referrals, pass/fail grades and involvement in program activities following the implementation of the program. The District will comply with any evaluation requirements that may be established by TEA.

The Project Coordinator will ensure that grant guidelines are followed and will be conducting on-site visitations every other week to evaluate the program. The Regular site visits will be carried out to determine if a site is being successful and evaluate the number of participants. Documentation showing weekly schedules, daily schedules with personnel, activities, Building Bridges form, and the Homework Sharing Tool will be turned in on a weekly basis. The Center Service Delivery Plan will be review and monitored periodically. Homework forms will be used for students needing tutoring and homework help to coordinate the day program with the after school program. Parenting classes will continue at each site for parents of the participants of the program. Outside agencies will continue to be a major component for the success of the afternoon program. Family Counseling Services, Corpus Christi Concert Ballet, and Youth Odyssey will be the outside agencies used and a quarterly report, and summative report will be required to help evaluate the success of the program.

Enrichment activities will be a major component that will be targeted by using puppets, enrichment board games, and software (eRead and Report) to enhance student success. The program will be evaluated every six weeks to help evaluate the needs of the students that are participating at each site. The number of participants will help evaluate the success of each program at each site.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

A meeting was held with the collaborative agencies to plan and design the proposed Texas 21st Century Community Learning Centers program components. Diverse stakeholders within the community were involved with planning and the delivery of proposed program services. The collaborative agencies will utilize research-based curriculum, which will be in compliance with the Title IV Principles of Effectiveness. Collaboration with the local Family Counseling Service, YMCA, the Boys and Girls Club of Corpus Christi, Fighting to Rid Gangs in America Foundation, Inc., Youth Odyssey, Corpus Christi Concert Ballet, and Communities in Schools will assist in meeting the many needs of the students and their families. This will increase the likelihood that all students participating will succeed. Upon receipt of the grant award, these agencies will deliver services addressed in their plan. CCISD meets the priority points criteria for Statutory Requirement 6. CCISD, an LEA receiving funds under Part A of Title I for all 10 target schools to be served. We are partnering with a variety of community-based organizations in our community to provide services to carry out activities in the program. Our partnering organizations include:

Partner Name	Type	Partner a Subcontractor Y/N	Volunteer	Evaluation	Task Force and Sustainability	Programming/ Activity-Related	Provide Paid Staffing
Family Counseling	Non-Profit	Y		X	X	X	X
YMCA	Non-Profit	Y		X	X	X	X
Boys and Girls Club	Non-Profit	Y		X	X	X	X
Youth Odyssey	Non-Profit	Y		X	X	X	X
Fighting to Rid Gangs in America Foundation, Inc.	Non-Profit	Y		X	X	X	X
Corpus Christi Concert Ballet	Community Service Program	Y		X	X	X	X
Communities in Schools	Non-Profit	Y		X	X	X	X
Texas A&M University @ Corpus Christi	University	Y		X	X	X	X
The Senior Foster Grandparent Program	Non-Profit	N	X	N	N	X	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Resources available for each center: After school and extended learning support programs have long been an integral part of CCISD's education plan. The receipt of three previous 21st Century Community Learning Centers and Texas After-School Initiative for Middle School grants has afforded the district with the ability and expertise to create, plan, and coordinate quality after-school programming. The Texas 21st Century Community Learning Centers Grant Program will use the District's academic program, which is aligned to the Texas Essential Knowledge and Skills (TEKS), to ensure quality instruction. Utilization of existing resources will complement and enhance the proposed programs with the partnering of current resources including CCISD's Adult Learning Center, State Compensatory Education, Title I, Title IV, and U.S. Department of Agriculture's Food and Nutrition Service Program. Another important district resource that will be used in collaboration with the Texas 21st Century Community Learning Centers Grant will be the use of current technological equipment and the use of computer programs such as Orchard Math and My Reading Coach. The 21st Century Community Learning Centers will also be partnering up with the Regional Transportation Authority (B-Line) bus transit to provide transportation for families and students. Our subcontractor partners will provide enhanced enrichment learning activities for all students.

How the program will address the needs identified through the assessment/evaluation process: This initiative proposes to address the needs of students and their families for academic enrichment, youth development, and parent education and literacy. A needs assessment was disseminated by the district's Office of Special Programs staff, and the assessments were completed collaboratively by campus-based focus groups which consisted of teachers, parents, principals, and key personnel. Also, included in the focus groups were some community and business members. A Parent Survey was hosted online to gain input as well. The thorough analysis of the needs and the data has prompted the campus administrators to develop Center Service Delivery Plan for their individual needs. Other data revealing the needs assessment were the current released TAKS reports, past AEIS achievement reports, community socioeconomic and demographic data and most current U.S. Census Data reported in 2014. The thorough analysis of these data has prompted district staff and campus administrators to develop an after-school program to support students and their families. The District's Board of Trustees approved the submission of the proposal and supports the project.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grounded in positive youth development, the proposed program is built upon layers of evidence-based theories to ensure success. There will intensive professional training for all after-school personnel and follow up throughout the year to help the teachers institute the curriculum grounded in scientifically-based research to improve the academic achievement of low-performing students. The proposed activities will include tutoring, access to resources for research, project-based learning activities, literacy-based reading circles and writing activities to include diaries, poetry, short stories, and a career center for students and parents to explore career opportunities and research, as well as read books on various careers.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Senior Foster Grandparent Program will provide several senior citizen volunteers to assist with monitoring students and support reading and math/science activities. We have worked with these volunteers in our past 21st CCLC programs, and they have been invaluable in both providing extra on-site support as well as providing youth with the opportunity to interact daily with a caring adult. All staff working with our students at the 21st CCLC sites will be required to undergo and pass a criminal background check. Volunteers from the Senior Foster Grandparent Program are required to pass a criminal, and sexual offender background checks to be eligible to serve as a volunteer. We will ensure that a copy of each volunteer's background check is on file with the district before allowing a volunteer to serve our students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The vision of the District is to continue to offer programming to students after school to help them improve their academic skills and to provide extracurricular activities that will expand their mind. One of the key Year 1 activities is to recruit and maintain a strong advisory board for the program. Corpus Christi ISD is committed to cultivating relationships with key community members who will help educate students and offer them real-world experiences. The plan is to bring in the partners early to explain the goals of the grant, the activities planned and what role their agencies play in helping make this a successful grant. Agencies such as Rotary International, Spohn Hospitals Health System, Corpus Christi Chamber of Commerce, Del Mar College and Texas A&M University-Corpus Christi are just a few of the many partnership options CCISD plans to explore and who can help continue services for students beyond the life of the grant. CCISD believes that this is more than a District project, this is a project that belongs to our community. As such, this advisory board must have parent members as well. Many times parents are members because of business they belong to and that may be the case here. However, parents must be recruited to be a part of the monitoring and decision-making for the program so that they too have buy-in. As the program grows and flourishes, the community will see the value of such a program and will not allow it to die.

Once CCISD is funded for this project, the goal will be to build sustainability into the core of our spending practices. It will be key to purchase larger items needed for the program early. Our vision includes technology to help students research projects for school and help with homework. We will need to insure that these purchases include warranties and protection plans and are of sufficient quality to last a few years. In addition, costumes and musical instruments for exploring the arts are on the plan to purchase as are kits for robotics, reading materials, and software that will help enhance our program. In addition, there are plans for staff training in the areas of safety, discipline, and academics. An idea may be to contract some of our local academic specialists to help train tutors in key core areas so that the tutors and teachers speak the same academic language. The District would offer, on a volunteer basis, the opportunity for Center staff and campus staff to collaborate on not only content but specific student needs as well. This will help build continuity between the in-school activities and the after-school activities. Parents would be invited to these sessions as well so that they too can learn and be able to help their child(ren) at home. The idea being that once the grant funds are gone, we have adequate materials and equipment to sustain after-school programming, but more importantly, we have staff that understand the program, are trained and can implement activities that live in the spirit of the grant: Family/Student Achievement and Enrichment.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Comprehensive planning, based on the Principals of Effectiveness, is a major part of the 21st Century Community Learning Centers program implementation. An After-School Task Force (ATF) will be established at project award. The ATF is a body that was previously developed for our recent 21st Century CLC grant that ended in 2013. The members of the ATF have been long-time partners in the program and are familiar with the project and their role in providing services as well as providing continuous feedback and improvement for the program. The ATF will consist of all stakeholders important to the success of the program and will be comprised of our partner/subcontractor community agencies, additional community agencies that are identified as valuable resources, school staff, parents, and students, who will come together to develop a Center Service Delivery Plan at each of the 10 center locations. The Center Service Delivery Plan will align with the program Communication Plan, which will be implemented to increase program awareness. The Center Service Delivery Plan will also include a written Sustainability Plan that will detail our strategy for sustaining the program during Years 2 and 3 reduced funding as well as beyond the 3-year funding cycle for this project.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas 21st Century Community Learning Centers grant program will be administratively directed by the Division for Instruction and Curriculum under the supervision of the Assistant Superintendent for Curriculum and Instruction and under the supervision of the Director of Special Programs. The District's Finance Comptroller and staff will be responsible for overall fiscal accounting, ensuring that all project expenditures are aligned with the approved grant budget and that all state and federal regulations are met. A Program Director will be responsible for ensuring that all principals implement all program components on their campuses. The Program Director will review and approve all expenditure requests, review and approve all major personnel requests, and oversee all phases of the program implementation to ensure they are in accordance with grant guidelines. The Program Director will manage the grant and be responsible for submitting all required reports, serving on the Afterschool Task Force as a member, assisting in completing and implementing the strategic plan, developing community partnerships, and managing the overall afterschool program.

Full-time Site Coordinators at each of the 10 center sites will be responsible for recruiting students that will benefit from participating in the 21st Century Program. Site Coordinators will gather data on students for attendance, discipline, and reporting periods. Site Coordinators will be responsible for ordering materials, arranging special events, securing the assistance of community organizations, planning school-specific parent involvement activities, and collaborating with all entities in planning and carrying out program related activities in addition to the preparation of program materials for the targeted students. The Program Coordinator and Site Coordinator will be responsible for implementing the Center Service Delivery Plan. The Site Coordinator will report directly to the Principals and Program Director and will be responsible for all activities described in this proposal including planning, implementation, coordination, and monitoring of the program.

A full-time Family Engagement Specialist will be responsible for contacting parents to recruit students and parents to attend the various activities that will be provided for both students and parents. The Family Engagement Specialist will also be responsible for ensuring that services are accessible to parents and children and seeking funds for the program at the end of the five-year funding cycle.

Staff Communication: The Program Director will meet bi-weekly with the representatives from the community agencies providing services, campus administrators, the District's Finance Comptroller, the Director of the Office of Special Programs, Site Coordinators, and Family Engagement Specialist to review current and future plans for the 21st Century Community Learning Centers.

Ongoing Staff Training: Program staff will participate in TEA provided training as well as district-provided professional development. In addition, we have budgeted \$10,000 for additional professional development and training for staff in mediation (resolving disputes and complaints, training in drug-related issues, identification of practices and effective teaching strategies, and dealing with bullying and gang related issues). The Project Director will coordinate with TEA training and technical assistance to develop a training schedule for project staff. Center staff will also participate in staff meetings. [what staff training do you plan to deliver the program?]

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: **Crockett Elementary School**

9 digit campus ID# 178904108

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served:

161

Number of Adults (parent/ legal guardians only) to be served:

56

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: **Fannin Elementary School**

9 digit campus ID# 178904111

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served:

168

Number of Adults (parent/ legal guardians only) to be served:

58

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 Center Name: Gibson Elementary School

9 digit campus ID# 178904116

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12) K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

142

Number of Adults (parent/ legal guardians only) to be served:

49

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 Center Name: Kostory Elementary School

9 digit campus ID# 178904118

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12) K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

189

Number of Adults (parent/ legal guardians only) to be served:

66

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 178904			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name: Oak Park Elementary School		
9 digit campus ID#	178904127	Distance to Fiscal Agent (Miles)		0
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				266
Number of Adults (parent/ legal guardians only) to be served:				93
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name: Travis Elementary School		
9 digit campus ID#	178904136	Distance to Fiscal Agent (Miles)		0
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				166
Number of Adults (parent/ legal guardians only) to be served:				58
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 178904			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name: Zavala Elementary School		
9 digit campus ID#	178904142	Distance to Fiscal Agent (Miles)	0	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			231	
Number of Adults (parent/ legal guardians only) to be served:			80	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name: Driscoll Middle School		
9 digit campus ID#	178904047	Distance to Fiscal Agent (Miles)	0	
Grade Levels to be served (PK-12)	6			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			268	
Number of Adults (parent/ legal guardians only) to be served:			93	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9 Center Name: Martin Middle School

9 digit campus ID# 178904050

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12)

6

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served:

233

Number of Adults (parent/ legal guardians only) to be served:

81

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10 Center Name: South Park Middle School

9 digit campus ID# 178904052

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12)

6

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served:

175

Number of Adults (parent/ legal guardians only) to be served:

61

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our project is targeting families and students that attend schools eligible for schoolwide programs under ESEA Section 1114. These students are considered to be 'at risk' under the Texas Education Code 29.081. Although we are targeting these students for enrollment as our priority, if additional slots remain after accounting for these students in most need, we will prioritize students for attendance that demonstrate high-need in terms of academic, socioeconomic, disabilities, and ELL criteria.

We know from experience that retaining students in the program are linked directly to keeping students sufficiently engaged to stay involved in a program. Students attending extended day programming often do not tolerate two or three more hours of 'school' — therefore, we have designed our activities to provide artistic and other enrichment activities that are fun, hands-on, and engaging while still providing learning in core subjects. We are providing activities that are not typically offered during the school day, which also leads to student retention.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program for students and families will begin on or by September 5, 2016, to allow time to hire and train staff and prepare to serve students and families as soon as the program begins. During the school year, the elementary school CCISD 21st CCLC program sites will operate Monday-Thursday, 3pm-6pm, providing 12 hours of programming per week. For middle schools, who have a later school day end, the after-school program will operate Monday – Thursday, 4 pm – 7 pm. The summer program will operate 6 weeks, 4 days per week from 9am-3pm, providing 24 hours of programming per week. The program dates are as follows:

- Fall Term: 09/05/2016 – 12/16/2016
- Spring Term: 01/16/2017 – 05/05/2017
- Summer Term: 06/05/2017 – 07/14/2017

Project staff will be hired upon project award and will work 40 hours per week for the entire school year. While the program is not in session, staff will continue to work toward developing required plans, updating needs assessments for the coming year, and working with community partners to schedule activities. Teachers will provide services during fall, spring, and summer programming periods. Teachers for each site will provide services during the programming periods as well.

- Project Director – full-time 09/01/2016 – 08/31/2017
- 10 full-time Project Coordinators – full time – 09/01/2016 – 08/31/2017
- Family Engagement Specialist – full time (09/01/2016 – 08/31/2017
- Teachers – per hour during the programming cycles above
- Administrative Assistant – full time – 09/01/2016 – 08/31/2017

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sign in and sign out attendance sheets are monitored by the project coordinator daily – both the center sites and at any adjunct sites students attend in the summer. Data is entered daily into our computerized system. The District completes Campus Safety Audits for each center to assure that all campuses are safe and efficient, and all teachers and staff are trained in our campus emergency procedures. During the summer months, programs will take place at adjunct agency facilities in part, that are also safe. In addition, Corpus Christi Police Department and CCISD police officers conduct walkthroughs to ensure the sites are safe and running smoothly. This is provided at no cost to the grant. Students will be provided with safe school bus transportation to these sites from their home school campus and will be supervised by 21st Century staff.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed after-school academic support component is aligned to all core content relevant to Texas Essential Knowledge and Skills (TEKS)-based courses. Our student population is at risk of failing, but with academic supports, we expect an increase in student TAKS scores and a decrease in failure rates. The program is designed to complement the student's regular school day program in order to improve student grades. The District's *Philosophies of Learning* per subject level will be the foundation for academic activities, preparing students for the successful academic transition from one grade to the next. The program will provide alternatives for students who are at-risk of failing by extending academic support through an extended school year program, as identified in the Campus Continuous Improvement Plan. The project coordinators will meet with school-day classroom teachers weekly to align after-school students curriculum and needs based on the week's assignments. Building on these academic areas, students will receive both homework support and tutoring (as needed), as well as the opportunity to participate in engaging and interactive activities around core subject areas.

School-day and after-school teachers will collaborate by reviewing school data including test scores from state standardized testing and local tests and quizzes to identify areas of improvement. We will also implement several different teaching resources that are designed to provide not only instructional content but also assessment and intervention tools. These curricular tools feature both print and electronic media, which has shown to be effective in supporting vocabulary, story comprehension, and word reading in kindergarten and 1st grade (Korat, 2010), and all are designed to support TEKS and Common Core State Standards (CCSS).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Instruction is adaptable to the academic and developmental needs of students: We will recruit and serve students most at risk of academic failure or dropping out of school to attend the 21st CCLC center. The Campus Site Coordinator will work closely with the campus disciplinary administrator, counselor, at-risk counselor, campus Communities In Schools case worker, daytime teachers, parents and students to assure the services provided meet student developmental, emotional, and academic needs. The Project Coordinator will monitor entry into the program, as well as consistent attendance, class assignment completion, and completion of student goals. The goal of the instructional program will be to strengthen students' academic skills in all core subject areas in which they are weak. Community learning center staff will use the most recent state assessment results for participants, their end of year grades and any teacher recommendations to formulate individual plans for remediation for all students. In order to make the best use of available staff, participants with similar weaknesses will be combined together in groups of not more than six. Students will track their individual progress along with their teacher. Teacher-Student conferences will be held to discuss progress and set goals. Parents will receive copies of these plans and progress sheets to discuss at home, as well. Teachers will administer a short pre- and post-test to gauge the level of success in acquiring new skills. The number of targeted skills will be concentrated and focused so as to meet all individual needs.

Staff to student ratio: The exact numbers of staff and students will vary based on the number served, but the goal is a 1:20 ratio of adult staff to participating students.

CAMPUS	TARGET NUMBER SERVED	PROPOSED ADULT STAFF	RATIO
<i>Crockett ES</i>	161	8	1:20
<i>Fannin ES</i>	168	8	1:21
<i>Gibson ES</i>	142	7	1:20
<i>Kostoryz ES</i>	189	9	1:21
<i>Oak Park ES</i>	266	13	1:21
<i>Travis ES</i>	166	8	1:20
<i>Zavala ES</i>	231	11	1:20
<i>Driscoll MS</i>	268	13	1:20
<i>Martin MS</i>	233	11	1:21
<i>South Park MS</i>	175	8	1:20
TOTAL	1999	96	1:20

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will serve full-time and provide services for all 10 center sites. This role is critical for involving parents in the program and their child's academic improvement. The role will include designing outreach and communication plans, overseeing and scheduling activities, conducting periodic parent surveys, working with the project evaluator to qualitative and quantitative data on parent activities, and generally supporting the program delivery to meet the local needs of families. In general, this position will oversee the coordination of all family engagement activities associated with the program including:

- Meet with parents at center sites to provide information on grant project achievements and student success
- Work with local community agencies and school staff to design, schedule, and oversee family literacy engagement activities
- Work with community organizations and businesses to build partnerships for family education activities
- Monitor and document parent meetings and progress toward parent engagement and parent literacy goals
- Share information and ideas obtained from parent activities and meetings with appropriate staff and the AFT for continuous improvement
- Create an inventory of community resources to have available to support parent and family needs

The FES will utilize the TEA ACE self-assessment inventory to assist with evaluating how the family engagement component of the program is meeting project goals and objectives.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will be responsible for collecting, analyzing, and sharing data with the Project Director and Site Coordinators related to family needs and sharing this data with the Project Director and Site Coordinators in order to continuously assess family needs. The FES will support site coordinators and evaluator to ensure accurate reporting for the grant, as well as work with both the Project Director and Site Coordinators to examine data related to the needs of families. They will serve as a valuable resource to assist with helping families understand school and student performance data. The FES will also ensure all family attendees at events are accounted for as registered for activities (ensuring sign-in sheets are complete and delivered to the Site Coordinator for data entry).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees, and as possible, in a wide range of adult learning opportunities designed to meet the families in our community and working families, such as a parenting education and computer training. Collaborative agencies will provide parent support programs such as family physical health and nutrition, parent enrichment seminars, family counseling services, and family bonding activities. We will also partner with appropriate agencies to provide family involvement sessions that will strengthen the family unit, increase self-sufficiency, school readiness and success, and ultimately prepare for higher education and work skills. The AVANCE bilingual parenting curriculum will be utilized for the sessions. It is research based and has had success within other district parent involvement initiatives.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 178904		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 3

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☒ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 175

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 1

Total nonprofit students participating: TBD

Total nonprofit teachers participating: TBD

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☒ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☒ How children's needs will be identified☒ What services will be offered☒ How, where, and by whom the services will be provided☒ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☒ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☒ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☒ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☒ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school

 ☒ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☒ After school day

☒ Summer vacation

 ☐ Other (specify):
Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name: Holy Family Catholic School	TBD	TBD	TBD
	# of students: TBD # of teachers: TBD			TBD
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

*Because we do not yet have a commitment for private school participation numbers, we have designated these numbers TBD. We expect numbers to be minimal if any participation occurs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: